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ABSTRACT

This bulletin provides information about the positive changes that have accrued for persons with hearing loss in the education and public sectors, and identifies issues and concerns related to continuing the improvement of educational outcomes and services. The bulletin provides: (1) an overview of historical events, Congressional actions, and state activities in education of individuals with hearing impairments; (2) recommendations of the Commission on Education of the Deaf relative to education of deaf and hard-of-hearing students; (3) the proposed "Bill of Educational Rights for Deaf and Hard of Hearing Children"; (4) a February 1992 statement concerning the initiative of the National Association of State Directors of Special Education in the education of deaf and hard-of-hearing students, presented before the House Subcommittee on Select Education; and (5) several data tables from the Department of Education's Annual Report to Congress, specifically the tables indicating the number of children ages 6-21 with hearing impairments and with deaf-blindness, being served by each state. (JDD)

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VOLUME 18, NUMBER 7 SEPTEMBER, 1992

Decade Holds Promise of Continued Progress in Education of Deaf Students

Section 504, ADA and Agency Collaboration are Keys to Continued Success in 90's

Over the last century many positive and dramatic changes have occurred for people who are deaf or hard of hearing. Just within the last 20 years, there have been increases in early intervention services for young deaf children, increased availability of sign language interpreters, greater development of technological devices to assist deaf individuals, and increased leadership by deaf people.

Deaf people now have broader access to more services and activities than ever before. In 1973, Section 504 of the Rehabilitation Act positively influenced this change by requiring equal access to public buildings and functions for individuals with disabilities. Thus, deaf persons began to be provided with interpreters so they too could have equal access.

Sign language training programs have helped provide a greater number of interpreters, and interpreter assistance has given deaf students a greater choice in where they obtain postsecondary training. Sign language programs have also helped to increase public awareness. Many colleges and adult education programs now offer sign language courses, and some high schools include sign language in the curriculum. In some states, such as New York and Texas, sign language can fulfill the foreign language requirement.

The availability of technological devices has broadened opportunities for deaf people in the public sector. Advances in computer technology, communication devices, and closed captioning of television programs allow deaf individuals to more easily access public information and communicate with deaf and hearing persons. In 1990, the American with Disabilities Act (ADA) recognized telecommunication access as a right, and mandated that states set up and improve the quality of telephone relay services.

This edition of the Liaison Bulletin provides information about the positive changes that have accrued for persons with hearing loss in the education and public sectors, and identifies issues/concerns related to continuing the improvement of educational outcomes and services.

In recent years, NASDSE has become aware of, and begun to better understand, the issues which need attention and resolution if deaf and hard of hearing students are to have the opportunity to more nearly reach their academic and social potential. In February, 1991 a group of representatives of NASDSE and the Conference of Educational Administrators Serving the Deaf (CEASD), an organization of administrative personnel in schools and programs for deaf and hard of hearing students, and others, met in Las Vegas to identify issues of mutual concern. Since that time, NASDSE has received encouragement and support to initiate strategies to improve collaboration between those who educate students with hearing loss and the larger special education community.

This Bulletin provides: (1) an overview of historical events, congressional actions and state activities; (2) recommendations of the Commission on Education of The Deaf relative to education of deaf and hard of hearing students; (3) the proposed Bill of Educational Rights for Deaf and Hard of Hearing Children; (4) NASDSE's testimonial statement concerning its initiative in the education of deaf and hard of hearing students presented before the House Subcommittee on Select Education; and (5) several data tables from the U.S. Department of Education's Annual Report to Congress..

NASDSE acknowledges and appreciates the work of Cynthia A. Price, Doctoral Intern, Educational Administration, Syracuse University for preparing the text of this report. NASDSE also appreciates suggestions/comments provided by state directors of special education — Tom Neveldine (NY), John Heskett (MO), and Fred Balcom (ID).

Technology Awards Program —See inside for information and application materials.

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Aristotle stopped all efforts to educate the deaf for more than 1,000 years when he said: "a person born deaf is incapable of reason"

In 1988, I. King Jordan became the first deaf president of Gallaudet University, the world's only liberal arts college for the deaf, and one year later Robert Davila became the first deaf Assistant Secretary for the Office of Special Education and Rehabilitative Services of the US Department of Education. Other deaf professionals now occupy leadership roles within major corporations, and one of the finest players on the Denver Broncos, Kenny Walker, is deaf. With the many positive changes that have affected the lives of deaf and hard of hearing individuals, there is now a growing acceptance of deafness as a social condition and not a pathology.

First Permanent School for Deaf Students Opened in 1817

Educational opportunities for deaf and hard of hearing students has a long history of evolution and development. Prior to the 1800's, attempts to establish educational programs for deaf children in the United States were unsuccessful. Deaf children, whose parents could afford to do so, were sent to various educational programs throughout Europe. In 1817, Thomas Hopkins Gallaudet succeeded in opening the first permanent school for deaf students in Hartford, Connecticut.

Within a three-year period, programs were established in New York and Pennsylvania and by 1867 fifty schools had been founded. Some of those programs were for day students, but most were residential. Before the turn of the century, most states had established programs for the deaf or day classes in

Recommendations of Commision on the Education of the Deaf (COED): Elementary and Secondary Education

1) The Congress should establish a National Institute on Deafness and Other Communication Disorders within the National Institutes of Health.

2) The Department of Education, in collaboration with the Department of Health and Human Services, should issue federal guidelines to assist states in implementing improved screening procedures for each live birth. The guidelines should include the use of high-risk criteria and should delineate subsequent follow-up procedures for infants and young children considered to be at risk for hearing impairments.

3) The Congress and the Department of Education should ensure that facilitating English language acquisition in students who are deaf (including vocal, visual, and written language) is a paramount concern guiding the implementation of exemplary practices; the establishment of program models; the determination of research priorities; the design of curricula, materials, and assessment instruments; and the provision of professional and parent training. Language acquisition should be a top priority in federally funded research.

4) The Department of Education should provide guidelines and technical assistance to state and local educational agencies and parents to ensure that an individualized education program for a child who is deaf takes into consideration the following: severity of hearing loss and the potential for using residual hearing; academic level and learning style; communicative needs and the preferred mode of communication; linguistic, cultural, social, and emotional needs; placement preference; individual motivation; and family support.

5) The Department of Education should refocus the least restrictive environment concept by emphasizing appropriateness over least restrictive environment.

6) The Department of Education should issue a policy statement to permit consideration in placement decisions of curriculum content and methods of curricular delivery required by the nature or severity of the child's handicapping conditions.

7) The Department of Education should issue guidelines and standards by which school officials and parents can, in selecting the least restrictive environment, consider potential harmful effects on the child or on the quality of services which the child needs.

8) The Department of Education should publish in the Federal Register a policy interpretation that removal from the regular classroom does not require compelling evidence.

9) The Department of Education should monitor states to ensure that they maintain and nurture center schools as placement options as required by law.

10) The Department of Education should monitor states to ensure the availability and appropriateness of integrative programs for students in center schools.

11) The Department of Education should issue a policy statement requiring that school personnel inform parents of all options in the continuum of alternative placements during each individualized education program conference.

12) The Department of Education should monitor states to ensure that the evaluation and assessment of children who are deaf be conducted by professionals knowledgeable about their unique needs and able to communicate effectively in the child's primary mode of communication.

13) The Department of Education should encourage states to establish program standards for deaf students requiring special schools or classes.

14) The Congress should pass a "Quality in Deaf Education" bill that would provide incentives to the states to enhance the quality of services provided to students who are deaf.

15) The Department of Education should take positive action to encourage practices under the Bilingual Education Act that seek to enhance the quality of education received by limited-English-proficiency children whose native (primary) language is American Sign Language.

the public schools. Today, approximately one fourth of school age deaf children attend private or public residential schools.

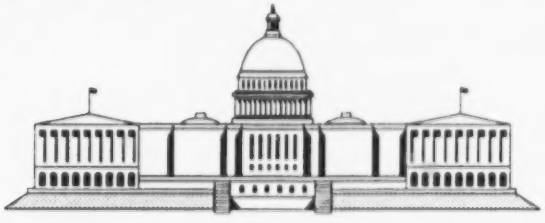
Postsecondary opportunities for deaf and hard of hearing students were realized in 1864 with the founding of Gallaudet College (Gallaudet University since 1986) in Washington D.C. Edward Minor Gallaudet, son of Thomas Hopkins, appeared before the U.S. Congress and requested funds to open a college for deaf students, emphasizing that deaf students were "shut out" from the land grant colleges and universities established with the passage of the Morrill Act of 1862.

It was not until the 14th century that there was interest in educating the deaf in Spain

For the next 20 years, Edward Minor Gallaudet and Alexander Graham Bell were the most influential figures in the education of the deaf. Both men had deaf mothers, highly successful hearing fathers, and had achieved success in their twenties. At the age of 27, Gallaudet was appointed the first president of the first college for the deaf, and at age 29, Bell invented the telephone. Bell also introduced and taught visible speech in Europe and the United States; founded a private school for deaf students in Washington, D.C.; and in 1887 established the Volta Bureau, now known as The Alexander Graham Bell Association for The Deaf, to disseminate information about deafness and teaching deaf children through speech and lipreading.

Germany and France began the movement to educate the deaf as a public response

Although Gallaudet and Bell shared a devotion to the education of deaf and hard of hearing students, their beliefs on how to educate students divided them. Gallaudet was a proponent of combined oral-manual education, while Bell was a strong proponent of pure oral methods. Today, more than 100 years later, professionals still continue to disagree about how to best educate deaf students.



Congressional Support Consistent Throughout Century

The U.S. Congress has demonstrated its support for improving the education of deaf students throughout this century. In 1966, Congress authorized the creation of the Model Secondary School for the Deaf (MSSD), and four years later, the Kendall Demonstration Elementary School (KDES). These two schools, located on the campus of Gallaudet University, would address the need for innovation in the education of deaf students and provide model programs and practices that could be replicated nationwide. Although Congress intended to establish several model programs, that proposal was never realized.

In 1986 ,The Education of the Deaf Act (EDA) reauthorized funding for Gallaudet University and the National Technological Institute for the Deaf in Rochester, New York. In addition, EDA reauthorized the two demonstration programs at Gallaudet, created an endowment fund to help Gallaudet become more financially independent from the Federal Government, and created the national Commission on Education of The Deaf (COED). COED was the first commission estab-

Educational Rights for Children Who are Deaf or Hard of Hearing

Recomended by the Council of Organizational Represenatives (COR)

1) Children who are deaf or hard of hearing are entitled to appropriate screening and assessment of hearing and vision capabilities and communication and language needs at the earliest possible age, and to the continuation of screening services throughout the educational experience.

2) Children who are deaf or hard of hearing are entitled to early intervention to provide for acquisition of solid language base(s) developed at the earliest possible age.

3) Children who are deaf or hard of hearing are entitled to their parents/guardians full, informed participation in their educational planning.

4) Children who are deaf or hard of hearing are entitled to adult role models who are deaf or hard of hearing.

5) Children who are deaf or hard of hearing are entitled to meet and associate with their peers.

6) Children who are deaf or hard of hearing are entitled to qualified teachers, interpreters, and resource personnel who communicate effectively with the child in the child's mode of communication.

7) Children who are deaf or hard of hearing are entitled to placement best suited to the child's individual needs including, but not limited to social, emotional, cultural needs; age; hearing loss; academic level; mode(s) of communication; styles of learning; motivational level and family support.

8) Children who are deaf or hard of hearing are entitled to individual considerations for free appropriate education across a full spectrum of education programs.

9) Children who are deaf or hard of hearing are entitled to full support services provided by qualified professionals in their educational settings.

10) Children who are deaf or hard of hearing are entitled to full access to all programs in their educational setting.

lished by Congress to study the quality of education and make recommendations to Congress and the President.

COED Report Says Educational Outcomes for Deaf and Hard of Hearing Students Remain Inadequate; 52 Recommendations Made

The COED's 1988 report revealed that despite a century of changes that have resulted in improving the quality of life for deaf and hard of hearing people, educational outcomes remain inadequate. The report, "Toward Equality—Education of the Deaf", stated that "the present status of education for persons who are deaf in the United States is unsatisfactory".

The Commission found that the average reading level of deaf high school graduates is approximately third grade, while their hearing peers read at the tenth grade level. The Commission's report included 52 recommendations to improve education for students who are deaf or hard of hearing. It is estimated that one third of all deaf children have additional handicaps of a physical, cognitive, or emotional nature that must be addressed.

Another indicator that appears to suggest the present status of education is less than adequate is the fact that deaf people as a group are underemployed. The Americans with Disabilities Act (ADA), which prohibits discrimination in employment on the basis of disability, officially took effect in January, 1992. This law promises to go a long way towards ensuring the employment of deaf and hard of hearing students in the future. Yet, if deaf individuals are to benefit from the protections guaranteed under ADA, they must have the education necessary to enter the workforce.

Other problems confronting educators of deaf and hard of hearing students compound these issues. At the present time, many state supported schools are struggling to maintain their programs under fiscal constraints, while others are being threatened with closure. The number of minority students who are deaf, and those whose primary language is not English, is increasing.

Will Deaf Students Achieve the America 2000 Goals?

Will the President's America 2000, An Educational Strategy help address the problems concerning the education of approximately 43,000 deaf individuals attending public schools today? By the year 2000, will deaf and hard of hearing students enter school ready to learn....graduate from high school on grade level...be among the US students who lead the world in mathematics and science achievement? Will every deaf adult possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship ?

Deaf students want the opportunity to achieve the goals set forth in the President's educational strategy. But as Representative Major R. Owens (D-NY), Chairman for the House Subcommittee on Select Education, stated in his opening remarks at a hearing on the reauthorization of the Education of the Deaf Act, "...children with disabilities, their parents, communities, and schools, have been ignored by the America 2000 planners to the detriment of both special and general education".

The U.S. Congress is currently in the process of reauthorizing the EDA. Congress will consider and evaluate the issues and recommendations identified in the COED report as well as the institutions and programs funded by the EDA. Congress may also examine ways to strengthen legislation to provide high-quality appropriate education for all.

On February 27th, 1992, representatives from various organizations interested in the education of deaf and hard of hearing students testified before the House Subcommittee on Select Education regarding the Reauthorization of EDA. While many suggestions and concerns were addressed, the Council of Organizational Representatives (COR) and others specifically focused on the need for "educational rights" for deaf and hard of hearing children.

"...to be defective in language, for a human being, is one of the most desperate of clamities, for it is only through language that we enter fully into our human estate and culture, communicate freely with our fellows, acquire and share information."

Oliver Sacks

Seeing Voices, A Journey Into The World of the Deaf

COR recommended that a statement of Educational Rights for Children Who are Deaf or Hard of Hearing be included in the preamble to the EDA. COR consists of 17 member organizations whose common mission is to work together to improve the quality of life for those who are deaf or hard of hearing. These organizations believe that a statement of educational rights can help address the urgent need to enhance:

1) The development of infants, toddlers, and children who are deaf or hard of hearing; and to maximize their potential for language acquisition and academic achievement.

2)The independence and employability of individuals who are deaf or hard of hearing, and to maximize their potential to be productive citizens.

3) The capacity of families and schools to meet the special needs of infants, toddlers, and children who are deaf or hard of hearing.

Communication Access: A Critical Issue Differentiating Deaf and Hearing Persons

The one distinguishing difference between children who are deaf and hard of hearing and those children who can hear, is in their ability to hear and communicate with others. Yet, it is this difference that affects whether deaf children have access to the same things that hearing children do.

Deafness itself does not affect intellectual capacity nor the ability to learn; however, it does affect an individual's ability to hear the continuous flow of language interchange. As a result, deaf or hard of hearing children are not automatically exposed to the enormous amount of language stimulation experienced by hearing children during their early years.

Because of this lack of exposure to the language around them, deaf and hard of hearing children often experience serious difficulties and delays in acquiring language skills. Without an appropriate language base, they may experience immediate and long-lasting educational difficulties, delaying their acquisition of English. Such delays can also affect content area learning, and be accumulative so that by the time the child reaches the secondary school level the problem is more evident.

COED recommended that in order for "language learning to be successful, regardless of the educational approach, programs of early intervention must take place during the critical language- learning years of birth through six". Early intervention is especially critical to addressing the needs of many infants and children, because approximately 90% of deaf and hard of hearing children have hearing parents. Most hearing parents have had no prior exposure to deaf individuals and don't understand the linguistic, psychosocial, social, and educational implications of deafness. Unfortunately, many children are still not diagnosed until months or years after birth, and parental involvement is less than adequate.

Least Restrictive Environment: Has Federal Policy Hindered or Helped the Education of Deaf Students?

Although, the educational placement of deaf and hard of hearing students was not a pressing issue prior to the passage of Public Law 94-142, since that time it has been a controversial and debate provoking topic. With the Department of Education's emphasis on LRE as a "core value", as promoted in the early 1980's, and the movement toward inclusion in recent years, this controversy has only increased. Some professionals believe that students with hearing loss have often been placed in public school programs that fail to take into account students' communication needs and therefore fail to provide an appropriate education.

While the concept of LRE is not addressed in the statute, it is described in the Federal Regulations developed by the DOE. Under the LRE provision to the maximum extent appropriate students with disabilities must be educated with students without disabilities, school districts must provide a continuum of educational placements, and placement must be as close as possible to the child's home. The LRE provision must be balanced with the requirement that education be appropriate and individualized.

A recent leadership seminar in New York focused on the interpretation of Least Restrictive Environment (LRE) for deaf students. Panelists representing state and local directors of special education and leaders in the field of deaf education suggested that the best possible placement, and that might be anywhere among a continuum of alternative placements, is one where there is "communication access".

Waldemar Rojas, Executive Director for the Division of Special Education, New York City School District, stated that "research has shown that the school environment has to be nurturing and reinforcing and that mainstreaming deaf students will not provide the critical mass necessary for the socialization and educational components." Furthermore, "the learning pro-

BACKGROUND: *NASDSE and the Conference of Education Administrators Serving the Deaf, during an Action Seminar on February 14-15, 1991 in Las Vegas, NV, identified six general areas of concern regarding the education of inividuals who are deaf or hard of hearing and developed a series of recommendations to improve the education outcomes of these individuals. Participants identified deficiencies in program standards, personnel qualifications, partnership/collaboration, resources, knowledge and understanding of deafness, and advocacy and networking.*

OBJECTIVES: *The National Association of State Directors of Special Education (NASDSE) is committed to:*

- develop and disseminate a model of national program standards for serving deaf students;
- develop model standards for training and credentialing professional personnel serving deaf students;
- develop model standards for support personnel serving deaf students;
- develop model standards/competencies for use by interpreter training programs.
- identify and disseminate program models for services to deaf students for specific geographic/demographic situations;
- identify and disseminate exemplary state policies for services to deaf students; and
- develop and disseminate concept papers relevant to state and local administrators of programs serving deaf students.

cess is not just a teacher-student interaction but rather it involves interaction with many".

Rojas and others also agreed that professionals must not continue to focus on placement issues; instead, they must focus on determining how well children are being educated and on the quality of educational services being provided. Local public school programs may, or may not, provide the critical mass necessary for providing quality educational services.

In order to address the LRE provision, LEAs must make available a continuum of alternative placements for the education of children with disabilities such as a residential school, separate classroom, or a regular classroom. This continuum of alternative placements is perceived as hiarchial in nature, with the regular classroom constituting the LRE and the residential school being interpreted as the more restrictive option. I. King Jordan, President of Gallaudet University, speaking at the leadership seminar, suggested "the perception is that regular placement is good and the special placement is bad" by many special educators.

The national COED found evidence to indicate LRE is being used as a justification for placing children who are deaf in local programs or other similar programs even when they do not meet educational needs of those students. Thus, although the individual needs of students should be considered before recommending educational placements, testimonial evidence suggested this often is not the case. So that the "individual needs" of students are considered when educational placement decisions are made, the commission recommended that the Department of Education emphasize "appropriateness" rather than LRE.

The commission also found that school officials often deny parent requests for removal of their child from a regular setting on the basis that they are receiving an inappropriate education. Jeffrey Cohen, President of a national organization that provides information and support to parents suggested, during his testimony before the House Subcommittee on Select Education, that parents are at the mercy of LEAs because educational placement is not a parent decision, and that in reality many deaf students must fail before special school option is considered.

However, Dr. Michael A. Karchmer Dean of Graduate Studies and Research Gallaudet University, who also recently testified before a congressional subcommittee, suggested that students previously enrolled in self-contained classrooms in the public schools are being placed in residential schools as they get older. He reported that while only 28% of profoundly deaf children who are eight years old attend residential school programs, 58% of those who are 18 years old attend these programs.

National and State Activities Hold Promise for the Future

Panelists at the New York leadership seminar agreed that some professionals in the field have failed to come to grips with LRE. Waldemar Rojas pointed out that "where we educate children will never be important unless we educate them well but once educated well very often the where becomes secondary". Tom Neveldine, New York State Director of Special Education says, "we have a long way to go but reaching out for collaboration is the right direction".

"Where we educate children will never be important unless we educate them well but once educated well very often the where becomes secondary"

Waldemar Rojas,Executive Director for Division of Special Education, New York City Schools District

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NASDSE has recently launched the "Deaf Education Initiative", in collaboration with The Conference of Educational Administrators Serving the Deaf and the National Association of the Deaf, to promote excellence in educating deaf and hard of hearing students. Collaborative activities are also in place at the state level. For example:

- The Pennsylvania Department of Education (PDE) and day/residential educational facilities for the deaf are working together. Most recently the PDE established a policy regarding placement decisions for students with hearing loss. The policy states that "the magnet school for the deaf may be the least restrictive environment in which the needs of many deaf children can be met".

- The Department of Public Instruction, Division for Handicapped Children and Pupil Services in Wisconsin, is engaged in a public policy forum concerning topics affecting education of students with hearing loss, and several inservice projects are underway.

- The New York State Education Department (NYSED), Office of Special Education Services is coordinating several initiatives relating to the deaf. The projects include: increasing the number of qualified educational interpreters by addressing the issue of their appropriate training and certification, and implementing a regulation which would allow students in elementary and secondary schools to take American Sign Language (ASL) for credit toward a New York State diploma. Advisory groups consisting of deaf consumers, educators, parents, interpreters, and interpreter trainers have assisted the NYSED on both of these projects.

- The New York State Education Department, Vocational and Educational Services for Individuals with Disabilities, is working cooperatively with various agencies to improve the delivery of vocational and educational services to individuals with hearing impairments.

Statement of the National Association of State Directors of Special Education to the United States House of Representatives

Subcommittee on Select Education

February 25, 1992

Presented by:

Dr. John George
Director of Deaf Education Initiative

Accompanied by:
Dr. Doin Hicks

Mr. Chairman and members of the Subcommittee, the National Association of State Directors of Special Education (NASDSE) appreciates the opportunity to present the following statement. Our membership includes the administrators of education programs for children with disabilities in the Departments of Education in the 50 states, the District of Columbia, and the jurisdictions. NASDSE operates for the purpose of providing services to state agencies to facilitate their efforts to maximize educational outcomes for individuals with disabilities.

In recent years, the National Association of State Directors of Special Education (NASDSE) has become increasingly aware of the educational needs of deaf and hard of hearing children. This has occurred, in part, due to public policy shifts toward favored placement of disabled students in public school classrooms. As this movement has progressed State Education Agencies (SEAs) and Local Education Agencies (LEAs) have assumed a correspondingly larger role for the deaf and hard of hearing population.

Historically, until the past two - three decades, the large majority of deaf and hard of hearing students were educated in special schools, which functioned somewhat apart from the public schools. Accordingly, deafness not only was a low incidence disability group but one with whom there was limited contact by the regular education system and one for whom programming responsibility was not great.

All this has changed rapidly and dramatically. The majority of deaf and hard of hearing children are now enrolled in local public schools. The special school continues to have a crucial and, by definition, a very special role, or roles, to play. Defining these roles, building the bridges between and among programs, and forging workable partnerships has been our agenda in the recent past and will be crucial to realizing the 1990's goals for the education of deaf and hard of hearing children.

The NASDSE membership is indebted to the deafness-related organizations for helping us gain an understanding of important issues which need attention and resolution in order for deaf and hard of hearing students to more nearly reach optimal potential.

Consider, for example, four of the crucial issues facing both deaf students and those who provide educational services to them:

- **Deaf students have limited mastery of English language skills. At completion of secondary level schooling, deaf students read, on average, at about fourth grade level.**

This simply is not good enough. This pervasive problem has been with us throughout the 175 year history of education of deaf persons in this country. We must, however, attack this problem on a variety of fronts, including replication of programs where greater than usual success in reading achievement has been demonstrated.

- **The isolation from communication access and socialization which occurs when hearing impaired students are educated in their neighborhood schools is another issue of concern.**

We now find that 10 to 15 percent (six to seven thousand) deaf students are attending public schools with only one, or at most two, deaf students. While this does not guarantee isolation from communication access or scarcity of support services, it does place a major challenge on the school which seeks to provide a full service program for only one student. Such a program must provide access to a complete cadre of classroom and other professional personnel, all of whom are knowledgeable about and able to communicate with

the deaf child. Although data are not conclusive, indicators suggest too few of these students are well served.

- **A workable interpretation of Least Restrictive Environment (LRE) has not been achieved.**

There are many persons within the special education community whose interpretation of LRE places a low value on special schools and centralized programs for deaf students. This interpretation "sticks in the craw" of educators of the deaf who value the contribution of the special school or other centralized programs. When LRE is looked upon as a "placement" instead of as a "process," students are often misplaced.

The term "Most Appropriate Service" is gaining acceptance as a concept of Least Restrictive Environment. In the Most Appropriate Service Process a student can become the middle of a circle (rather than a cascade) and all program options are available to him/her based on assessment results and the needs of the child. Each placement choice, therefore, is determined based on the identified needs of the student. The Commission on Education of the Deaf (COED) has suggested eliminating LRE from regulatory language and replacing it with qualitative language with a positive connotation, such as, "appropriateness". Chapter two of the COED report (recommendations three through fourteen) addresses the issues surrounding determination of quality and appropriateness of placement.

- **There is a need to improve the personnel preparation and availability of qualified professionals serving deaf and hard of hearing students.**

The Council on Education of the Deaf has a program for reviewing College and University programs for the preparation of teachers of the deaf and for issuing certificates to graduates of approved programs. Fifty-five Colleges and Universities are affiliated with CED in this manner. Most states, however, do not officially recognize CED certification. There is a need for greater consistency in training and certifying teachers, as well as the need for recruiting young persons, including deaf candidates into training programs.

Approximately 80% of deaf children are integrated into public schools. According to the National Task Force on Educational Interpreting, 40% of mainstreamed deaf children receive interpreting services for some or all of their classes. There are, however, no formally accepted standards for training or certifying educational interpreters in most states. This is an area of need which is especially crucial.

The CED currently administers certification programs for Psychologists, Supervising Teachers and Program Administrators working in programs for deaf students. Unlike the CED teacher certification, which has a training program approval component, these programs build upon generic training and licensing systems by ensuring that practitioners have additional training and experience with deaf students prior to CED certification. Interest has been expressed by professionals in the field for extending this program to other groups, particularly to counseling professionals. There is also need to expand existing recruiting and training within programs which do provide specific degree programs in deafness for educational support personnel.

These recommendations are just beginning to receive attention from the Special Education community. Leadership within the general Special Education Community and within the Education of the Deaf Community is making good progress toward achieving consensus on common goals related to the education of deaf and hard of hearing students. Contrasted with ten years ago, progress is especially heartening. In this regard, it seems worthwhile to note the divergence of perceptions which existed within this leadership in 1980.

A research study at that time sampled the perceptions of LEA special education directors, SEA special education directors, and Chief Administrative Officers of special schools for the deaf concerning the impact of Public Law 94-142 on education of deaf and hard of hearing students. Dr. Jim Newby, the author of this Ph. D. dissertation study, now an official within the State Department of Education of Oklahoma who serves on the NASDSE Board of Directors, wrote a concluding paragraph within the abstract of the study as follows:

The most pervasive evidence in this study suggests a single major conclusion: that there is a lack of communication, agreement, and mutual understanding among the three groups on these issues with respect to placement criteria, interpretation of least restrictive environment and the role of residential schools for the deaf in the continuum of placement alternatives for hearing-impaired children. Inferential from the conduct of this study is the major implication that resolution of these discrepancies in perception will not occur until an appropriate forum is found for substantive communication to occur between and among these administrator groups.

In the 12 years since Dr. Newby's study, we have not resolved these discrepancies of perception regarding Public Law 94-142 and related public policy issues as they impact eduction of deaf and hard of hearing children. The forum for communicating among administrators and other concerned groups is, however, now a reality.

In the summer of 1990 a small group of representatives of NASDSE and Conference of Educational Administrators Serving the Deaf (CEASD), an organization of administrative personnel in schools and programs for deaf and hard of hearing students, met in Washington. Our purpose was to identify some actions which would address issues of mutual concern as related to improved educational services for deaf and hard of hearing students. At that time, we received encouragement and a pledge of support from Dr. Robert Davila, Assistant Secretary of Education, to help in creating a climate and initiating strategies which would lead to improved collaboration between those in education of the deaf and the larger special education community.

This initial discussion in Washington resulted in the identification of several areas in which collaboration would be useful but the probability of such collaboration occurring could not be predicted. A forum and a process were needed. This opportunity occurred in connection with the winter meeting of the Executive Board of CEASD in Las Vegas, Nevada in February of 1991. With support and encouragement from Dr. Davila and Dr. Judy Schrag, Director of the Office of Special Education Programs, we were able to convene some 15 representatives each from NASDSE and CEASD along with a smaller number of representatives from the professional and consumer communities.

The results of the Las Vegas meeting exceeded our expectations along both the parameters which were crucial to success. First, the initial acquaintance activities and informational presentations resulted in a level of comfort and trust which permitted us to move rapidly into discussion of substantive issues of program relevance. Second, consensus on areas in which program improvements were needed and were amenable to such improvement through collaborative action likewise occurred in a surprisingly rapid and agreeable manner.

More than 70 statements were generated related to potential areas in which program improvement might be possible through collaborative relationships and collective action. These statements cluster into six priority areas and are summarized as follows:

1) Knowledge and Understanding

Improved understanding by special educators is needed relative to the pervasiveness of deafness and the unique learning needs it imposes.

Increased knowledge and understanding by special educators is needed relative to appropriate expectations and outcomes, and information required to make quality educational decisions with and for students who are deaf and hard of hearing.

2) Program Standards

There are no generally accepted program guidelines for deaf students beyond legal requirements of IDEA and various state laws. Some states do have rather comprehensive program standard manuals pertaining to the education of the hearing impaired — other states have very little in the way of substantive program guidance for school systems.

3) Personnel

Educational interpreting is an area with high priority needs.

Standards for instructional support personnel are needed (building on current CED program).

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4) Resources

All available resources within states should be used in improved ways to develop and enhance programs for students who are deaf and hard of hearing.

Barriers which restrict regionalized programming, thus impeding maximum usage of resources, need to be identified and removed.

5) Partnership and Collaboration

Special school resources need to be used more effectively in conjunction with state education agency resources to serve remote and rural areas.

There is a need to identify and replicate effective models of collaboration among local education agencies, state education agencies and special schools for the deaf.

6) Advocacy and Networking

Improved communication and coordination is needed among local schools, special schools, parents and consumers on behalf of students who are deaf and hard of hearing.

Student advocacy relative to programming and placement decisions is needed.

Increased involvement by people who are deaf in the educational process is needed.

In response to deficiencies identified, NASDSE, in collaboration with the CEASD and NAD, is committed to achieve educational excellence in the education of deaf students. The joint Deaf Education Initiative will:

- **Develop and disseminate a model of national program standards for serving deaf students.** NASDSE will solicit program standards documents from states to be reviewed in order to produce a draft which borrows heavily from the best of these manuals.

- **Develop model standards for training and credentialing professional personnel serving deaf students.** A process will be initiated to gain support of State Departments of Education for official recognition of the CED standards and certification based on those standards with the hope that a majority of states will see the value in endorsement of these standards as an important contribution to providing consistently high quality instruction to deaf students.

- **Develop model standards for support personnel serving deaf students.** Further exploration will be made of the desirability of a credentialing program for counselors working in the school and/or rehabilitation settings. If feasible, steps will be taken to develop draft standards and proceed toward implementation.

- **Develop model standards/competencies for use by interpreter training programs.** NASDSE, working with professionals and organizations in the field of deafness, will promote the adoption of the standards developed by the National Task Force, recognizing that educational interpreting is a new field and that meeting the standards will not occur quickly for most states. This task will require working closely with the National Consortium project at the University of Tennessee, the Registry of Interpreters of the Deaf and The Council on Education of the Deaf as well as other groups.

- **Identify and disseminate program models for services to deaf students for specific geographic/demographic situations.** There is a great need to identify and provide opportunities for replication of successful models of collaborative programming for low incidence populations, especially deaf children and youth. Such collaborative programs may be multi-district, multi-state, public-private agency or various combinations of agency and jurisdiction interaction. During the first project year steps will be taken to collect descriptive information about regional programming models. Strategies for dissemination/replication will be identified for implementation in subsequent project years.

- **Identify and disseminate exemplary state policies for services to deaf students.** In addition to program standard policies, there are believed to be various policies in force which support and facilitate educational service delivery. For example, such policies may relate to provision for technical assistance between and among state and local programs, inter-agency agreement provisions, and networking, to name a few. Project staff will solicit from state departments of

education descriptive information on state policies which may be candidates for further study and/or dissemination. Information on selected policies will be made widely available.

- **Develop and disseminate concept papers relevant to state and local administrators of programs serving deaf students.** Several such documents will evolve from work achieved in the tasks outlined above. Other topics may include, for example, " The role and function of the special school as a resource center"; The most recent relevant interpretation of the concept of Least Restrictive Environment as it applies to deaf students"; "Creative resource management on behalf of programs for deaf students", and the NAD position statement: "A bill of rights for deaf students." During year one, the project staff will review existing concept papers with a view to promoting wider acceptance of those which appear to be relevant.

In addition to NASDSE and CEASD, which represent program administration and leadership in policy implementation, other organizations will be invited to assume partnership roles in the Deaf Initiatives project. The National Association of the Deaf (NAD) will be offered a significant role as the major consumer organization and one which has knowledge about and a vested interest in educational programs. Additionally, other organizations with missions which are directly related to education of the deaf will be invited to participate. These may include, but are not limited to: The Alexander Graham Bell Association of the Deaf (AGBAD), Convention of American Instructors of the Deaf (CAID), The American Society for Deaf Children (ASCD), The Association of College Educators of the Hearing Impaired (ACEHI), Council on Education of the Deaf (CED), American Deafness and Rehabilitation Association (ADARA), and the Council for Exceptional Children (CEC).

This activity is crucial to continuation of the good will that is developing within and among Special Education and Deaf Education leadership personnel as well as to the need for continuous interaction regarding current and emerging issues of mutual interest. Accordingly joint meetings will continue to be important to the success of the project throughout the proposed three year duration and beyond.

We appreciate the opportunity to provide input to you on the education of deaf and hard of hearing students. We welcome your efforts and leadership, and offer to you our assistance.

Announcing

State Procedures for the Evaluation of Special Education Program Effectiveness

This new publication available from NASDSE examines current practices for evaluating the effectiveness of the implementation of IDEA Part B programs in 49 states and the District of Columbia. The study, conducted by Project FORUM, analyzes State Plans and Performance Reports covering the 1991-92 school year. The report describes trends based on comparison with a similar study done in 1984. The discussion includes conclusions and policy recommendations for consideration at the State and Federal levels.

To obtain a copy, send $4.00 (to cover duplication, postage, and handling) with your request for "State Evaluation Procedures" to:

NASDSE
1800 Diagonal Road, Suite 320
Alexandria, VA 22314

Attn: Charlotte Cary

Number and Change In Number Of Children Age 6-21 Served Under IDEA, Part B

Deaf-Blindness

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA		6	5		-1		-16.67
ALASKA		1	2		1		100.00
ARIZONA		0	0		0		.
ARKANSAS		9	0		-9		-100.00
CALIFORNIA		112	109		-3		-2.68
COLORADO		11	15		4		36.36
CONNECTICUT		13	7		-6		-46.15
DELAWARE		0	0		0		.
DISTRICT OF COLUMBIA		0	0		0		.
FLORIDA		52	71		19		36.54
GEORGIA		6	4		-2		-33.33
HAWAII		2	0		-2		-100.00
IDAHO		0	1		1		100.00
ILLINOIS		8	8		0		0.00
INDIANA		31	29		-2		-6.45
IOWA		15	19		4		26.67
KANSAS		0	1		1		100.00
KENTUCKY		7	7		0		0.00
LOUISIANA		2	2		0		0.00
MAINE		11	3		-8		-72.73
MARYLAND		16	13		-3		-18.75
MASSACHUSETTS		62	61		-1		-1.61
MICHIGAN		0	0		0		.
MINNESOTA		15	9		-6		-40.00
MISSISSIPPI		4	6		2		50.00
MISSOURI		61	69		8		13.11
MONTANA		2	6		4		200.00
NEBRASKA		3	2		-1		-33.33
NEVADA		1	1		0		0.00
NEW HAMPSHIRE		0	0		0		.
NEW JERSEY		1	0		-1		-100.00
NEW MEXICO		75	4		-71		-94.67
NEW YORK		60	67		7		11.67
NORTH CAROLINA		6	19		13		216.67
NORTH DAKOTA		0	0		0		.
OHIO		4	3		-1		-25.00
OKLAHOMA		28	33		5		17.86
OREGON		0	0		0		.
PENNSYLVANIA		2	4		2		100.00
PUERTO RICO		59	58		-1		-1.69
RHODE ISLAND		4	5		1		25.00
SOUTH CAROLINA		5	4		-1		-20.00
SOUTH DAKOTA		17	10		-7		-41.18
TENNESSEE		12	13		1		8.33
TEXAS		22	25		3		13.64
UTAH		22	43		21		95.45
VERMONT		2	3		1		50.00
VIRGINIA		6	5		-1		-16.67
WASHINGTON		35	11		-24		-68.57
WEST VIRGINIA		4	4		0		0.00
WISCONSIN		5	3		-2		-40.00
WYOMING		1	4		3		300.00
AMERICAN SAMOA		0	0		0		.
GUAM		0	0		0		.
NORTHERN MARIANAS		0	0		0		.
PALAU			21				.
VIRGIN ISLANDS		0	0		0		.
BUR. OF INDIAN AFFAIRS		0	1		1		100.00
U.S. AND INSULAR AREAS		820	794		-26		-3.17
50 STATES, D.C. & P.R.		820	772		-48		-5.85

DATA AS OF OCTOBER 1, 1991

SOURCE: ANNUAL CNTLIC4CBZZIA1
80CT91

Number Of Children Age 6-21 Served In Different Educational Environments During The 1989-90 School Year

Deaf-Blindness

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	0	0	5	1	0	15	0	0
ALASKA	0	0	1	0	0	0	0	0
ARIZONA	1	5	23	0	0	12	0	0
ARKANSAS	0	0	1	0	0	1	0	0
CALIFORNIA	3	4	88	10	7	86	0	0
COLORADO	1	2	34	28	0	11	1	2
CONNECTICUT	15	0	1	1	4	0	4	1
DELAWARE	0	1	2	11	0	0	0	0
DISTRICT OF COLUMBIA	0	0	0	9	0	0	0	0
FLORIDA	1	0	8	12	0	2	0	0
GEORGIA	0	6	0	0	0	29	0	0
HAWAII	0	0	0	2	0	0	0	1
IDAHO	0	0	4	0	0	0	0	0
ILLINOIS	3	2	15	2	0	26	1	0
INDIANA	0	0	52	3	0	3	0	0
IOWA	0	0	15	0	0	22	0	0
KANSAS	0	1	42	0	0	25	0	0
KENTUCKY	1	223	7	0	0	4	0	0
LOUISIANA	0	0	3	7	0	7	0	0
MAINE	1	4	4	0	0	10	2	1
MARYLAND	5	1	1	10	0	34	0	1
MASSACHUSETTS	79	21	25	3	4	0	0	0
MICHIGAN	.	.	.	.	.	.	.	.
MINNESOTA	0	2	4	3	.	.	.	0
MISSISSIPPI	0	0	2	3	0	4	0	0
MISSOURI	0	0	82	18	0	16	0	4
MONTANA	0	3	0	0	0	1	0	0
NEBRASKA	1	1	1	0	0	0	0	0
NEVADA	0	1	0	0	0	0	0	0
NEW HAMPSHIRE	0	0	0	5	1	0	1	0
NEW JERSEY	6	1	2	29	11	120	3	0
NEW MEXICO	0	0	9	0	0	11	0	0
NEW YORK	9	16	8	24	18	0	0	3
NORTH CAROLINA	1	0	3	2	0	14	1	0
NORTH DAKOTA	0	3	0	0	0	7	1	1
OHIO	1	0	1	3	0	0	.	1
OKLAHOMA	2	2	16	5	0	3	1	1
OREGON	2	0	11	1	0	0	0	0
PENNSYLVANIA	1	0	0	0	0	0	0	0
PUERTO RICO	1	12	11	40	3	2	0	2
RHODE ISLAND	0	0	1	1	4	0	1	0
SOUTH CAROLINA	0	0	3	2	0	1	0	0
SOUTH DAKOTA	1	0	1	2	0	21	9	0
TENNESSEE	2	3	7	5	0	6	0	0
TEXAS	0	3	12	6	0	2	0	0
UTAH	1	1	61	22	0	18	0	0
VERMONT	1	0	0	0	0	0	2	0
VIRGINIA	0	1	4	0	0	5	0	0
WASHINGTON	8	4	13	1	2	1	0	0
WEST VIRGINIA	1	0	0	0	0	1	14	0
WISCONSIN	0	0	0	0	0	0	0	0
WYOMING	0	0	0	0	0	1	0	0
AMERICAN SAMOA	0	0	0	3	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	0	0	0	0	0	0	0	0
TRUST TERRITORIES	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	158	323	591	274	54	521	41	18
50 STATES, D.C. & P.R.	158	323	591	271	54	521	41	18

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL.CNTL(LBXXNPIA)
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Number And Change In Number Of Children Age 6-21 Served Under IDEA, Part B

Hearing Impairments

STATE	NUMBER SERVED 1976-77	NUMBER SERVED 1989-90	NUMBER SERVED 1990-91	CHANGE IN NUMBER SERVED 1976-77 - 1990-91	CHANGE IN NUMBER SERVED 1989-90 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1976-77 - 1990-91	PERCENTAGE CHANGE IN NUMBER SERVED 1989-90 - 1990-91
ALABAMA	334	725	753	419	28	125.45	3.86
ALASKA	266	106	99	-167	-7	-62.78	-6.60
ARIZONA	371	577	632	261	55	70.35	9.53
ARKANSAS	160	305	286	126	-19	78.75	-6.23
CALIFORNIA	5,524	6,046	6,194	670	148	12.13	2.45
COLORADO	881	638	647	-234	9	-26.56	1.41
CONNECTICUT	1,154	541	596	-558	55	-48.35	10.17
DELAWARE	28	78	68	40	-10	142.86	-12.82
DISTRICT OF COLUMBIA	203	44	9	-194	-35	-95.57	-79.55
FLORIDA	1,366	956	1,092	-274	136	-20.06	14.23
GEORGIA	1,396	771	811	-585	40	-41.91	5.19
HAWAII	160	217	223	63	6	39.37	2.76
IDAHO	238	248	227	-11	-21	-4.62	-8.47
ILLINOIS	1,508	1,121	1,148	-360	27	-23.87	2.41
INDIANA	880	670	746	-134	76	-15.23	11.34
IOWA	506	635	664	158	29	31.23	4.57
KANSAS	1,497	418	228	-1,269	-190	-84.77	-45.45
KENTUCKY	721	485	490	-231	5	-32.04	1.03
LOUISIANA	710	887	904	194	17	27.32	1.92
MAINE	391	234	233	-158	-1	-40.41	-0.43
MARYLAND	1,031	853	844	-187	-9	-18.14	-1.06
MASSACHUSETTS	5,188	1,563	1,587	-3,601	24	-69.41	1.54
MICHIGAN	2,498	2,226	2,285	-213	59	-8.53	2.65
MINNESOTA	1,168	1,208	1,219	51	11	4.37	0.91
MISSISSIPPI	347	320	338	-9	18	-2.59	5.62
MISSOURI	1,040	734	781	-259	47	-24.90	6.40
MONTANA	232	131	156	-76	25	-32.76	19.08
NEBRASKA	268	458	444	176	-14	65.67	-3.06
NEVADA	135	145	159	24	14	17.78	9.66
NEW HAMPSHIRE	261	50	50	-211	0	-80.84	0.00
NEW JERSEY	2,104	1,052	1,042	-1,062	-10	-50.48	-0.95
NEW MEXICO	179	362	303	124	-59	69.27	-16.30
NEW YORK	4,114	2,151	2,381	-1,733	230	-42.12	10.69
NORTH CAROLINA	926	1,333	1,370	444	37	47.95	2.78
NORTH DAKOTA	76	123	110	34	-13	44.74	-10.57
OHIO	2,241	1,957	2,052	-189	95	-8.43	4.85
OKLAHOMA	449	520	499	50	-21	11.14	-4.04
OREGON	517	175	94	-423	-81	-81.82	-46.29
PENNSYLVANIA	3,842	2,243	2,388	-1,454	145	-37.84	6.46
PUERTO RICO	590	1,064	905	315	-159	53.39	-14.94
RHODE ISLAND	176	143	144	-32	1	-18.18	0.70
SOUTH CAROLINA	1,100	812	851	-249	39	-22.64	4.80
SOUTH DAKOTA	74	193	198	124	5	167.57	2.59
TENNESSEE	1,575	961	985	-590	24	-37.46	2.50
TEXAS	2,000	1,052	1,257	-743	205	-37.15	19.49
UTAH	385	225	244	-141	19	-36.62	8.44
VERMONT	27	131	109	82	-22	303.70	-16.79
VIRGINIA	1,130	984	1,015	-115	31	-10.18	3.15
WASHINGTON	1,852	1,446	1,645	-207	199	-11.18	13.76
WEST VIRGINIA	342	270	281	-61	11	-17.84	4.07
WISCONSIN	826	207	245	-581	38	-70.34	18.36
WYOMING	129	124	130	1	6	0.78	4.84
AMERICAN SAMOA	23	13	14	-9	1	-39.13	7.69
GUAM	1,087	0	0	-1,087	0	-100.00	.
NORTHERN MARIANAS	.	20	19	.	-1	.	-5.00
PALAU	53	.	10	-43	.	-81.13	.
VIRGIN ISLANDS	63	20	22	-41	2	-65.08	10.00
BUR. OF INDIAN AFFAIRS	.	53	91	.	38	.	71.70
U.S. AND INSULAR AREAS	56,342	41,024	42,317	-14,025	1,293	-24.89	3.15
50 STATES, D.C. & P.R.	55,116	40,918	42,161	-12,955	1,243	-23.50	3.04

DATA AS OF OCTOBER 1, 1991.

SOURCE: ANNUAL CNTL(C4CB2Z1A)
8OCT91

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Number Of Children Age 6-21 Served In Different Educational Environments During The 1989-90 School Year

Hearing Impairments

STATE	NUMBER							
	REGULAR CLASS	RESOURCE ROOM	SEPARATE CLASS	PUBLIC SEPARATE FACILITY	PRIVATE SEPARATE FACILITY	PUBLIC RESIDENTIAL FACILITY	PRIVATE RESIDENTIAL FACILITY	HOMEBOUND HOSPITAL ENVIRONMENT
ALABAMA	323	166	242	32	2	226	0	1
ALASKA	25	55	56	1	0	0	0	0
ARIZONA	202	381	186	260	2	290	0	2
ARKANSAS	150	114	54	50	7	132	0	1
CALIFORNIA	1,345	405	3,786	443	67	763	0	0
COLORADO	279	222	201	4	0	67	1	0
CONNECTICUT	215	93	99	51	114	1	58	4
DELAWARE	76	69	68	1	0	8	0	1
DISTRICT OF COLUMBIA	20	20	8	0	0	0	2	0
FLORIDA	254	166	1,459	35	4	325	0	3
GEORGIA	9	400	417	187	3	120	1	0
HAWAII	72	72	119	11	11	0	0	1
IDAHO	111	76	4	15	0	14	0	0
ILLINOIS	399	435	1,582	77	13	240	9	1
INDIANA	86	265	475	10	0	358	0	0
IOWA	257	210	167	0	0	133	1	0
KANSAS	145	158	308	12	0	225	10	4
KENTUCKY	141	186	149	18	3	311	0	2
LOUISIANA	238	217	478	59	9	265	0	1
MAINE	148	63	19	5	0	45	0	1
MARYLAND	473	107	264	53	0	260	3	1
MASSACHUSETTS	1,109	293	338	40	59	10	12	12
MICHIGAN	959	427	726	123	.	135	0	2
MINNESOTA	312	643	208	45	.	.	.	2
MISSISSIPPI	45	173	158	20	0	142	0	1
MISSOURI	410	230	312	340	10	229	16	8
MONTANA	74	26	34	0	0	72	0	0
NEBRASKA	226	64	88	26	2	104	0	3
NEVADA	12	24	107	0	1	0	2	0
NEW HAMPSHIRE	38	10	10	144	9	0	17	0
NEW JERSEY	64	229	341	539	102	1	2	5
NEW MEXICO	192	51	110	9	0	111	0	0
NEW YORK	695	616	816	472	1,067	103	5	20
NORTH CAROLINA	784	315	242	16	1	494	0	1
NORTH DAKOTA	73	27	25	1	0	45	0	0
OHIO	424	157	1,141	217	19	135	.	1
OKLAHOMA	183	88	213	40	8	91	7	0
OREGON	606	118	144	2	28	130	0	5
PENNSYLVANIA	1,525	324	634	25	295	5	184	6
PUERTO RICO	85	295	404	45	152	3	2	14
RHODE ISLAND	24	14	12	103	3	0	1	1
SOUTH CAROLINA	296	285	189	0	4	153	1	2
SOUTH DAKOTA	93	86	6	48	0	75	3	0
TENNESSEE	346	176	415	83	0	173	1	2
TEXAS	89	464	215	215	3	5	4	5
UTAH	288	257	23	1	2	63	0	1
VERMONT	143	4	7	0	7	11	33	1
VIRGINIA	336	213	372	10	2	265	11	1
WASHINGTON	418	535	186	28	20	17	0	0
WEST VIRGINIA	111	67	88	0	2	19	92	0
WISCONSIN	127	25	52	5	1	3	0	0
WYOMING	65	50	9	14	0	17	1	0
AMERICAN SAMOA	0	1	12	1	0	0	0	0
GUAM	.	.	.	.	.	.	.	.
NORTHERN MARIANAS	17	6	2	0	0	0	0	0
PALAU	.	.	.	.	.	.	.	.
VIRGIN ISLANDS	.	.	.	.	.	.	.	.
BUR. OF INDIAN AFFAIRS	.	.	.	.	.	.	.	.
U.S. AND INSULAR AREAS	15,137	10,173	17,780	3,936	2,028	6,394	479	116
50 STATES, D.C. & P.R.	15,120	10,166	17,766	3,935	2,028	6,394	479	116

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